

# St Margaret's at Cliffe Curriculum Overview for Year 6 Term 6 2018 - 2019

<p><b>English</b> <u>Theatre and drama</u></p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Respond to their own and others' performances, commenting constructively on dramatic effects, characterisation and overall impact.</p> <p>Think about the impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension.</p> <p>Develop characters through movement, use of voice and facial expressions, dialogue and interaction with other characters.</p> <p>Use space and grouping, props and different ways to adapt to an audience.</p>	<p><b>Mathematics</b> <u>Real Life Problem Solving</u></p> <p>Solve multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p>Represent a puzzle or problem using number sentences or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem.</p> <p>Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers.</p> <p>Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples.</p> <p>Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols.</p>		
<p><b>Music</b> <u>Singing and performing</u></p> <ul style="list-style-type: none"> <li>-Perform with control and expression solo and ensembles using their voices with increasing accuracy, fluency, control and expression.</li> <li>-Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>-Use and understand staff and other musical notations</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Describe and understand key aspects of the distribution of natural resources including energy, minerals and water</li> <li>-Use maps, atlases and globes to locate countries and describe features studied.</li> <li>-Use the eight points of a compass, symbols and keys to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p><b>Physical Education</b> <u>Athletics/Cricket</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games.</p>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>-Design, write and debug programs that accomplish specific goals.</li> <li>-Use sequence, selection and repetition in programs.</li> <li>-Use technology safely, respectfully and responsibly.</li> <li>-Apply understanding of computing to program electrical/mechanical systems.</li> </ul>

<p><b>RE</b> <b><u>What do Religions say to us when life gets hard?</u></b></p> <ul style="list-style-type: none"> <li>-Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life.</li> <li>-Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation.</li> <li>-Express ideas about how and why religion could help believers when times are hard.</li> <li>-Research similarities and differences between beliefs about life after death.</li> <li>-Interpret a range of artistic expressions of afterlife.</li> </ul>	<p><b>PSHE</b> <b><u>Transition</u></b></p> <ul style="list-style-type: none"> <li>-Understand that transition and change are part of everyday life.</li> <li>-Identify feelings about change and transition.</li> <li>-Understand and show concern for others who are experiencing transition.</li> <li>-Recall ways of establishing new friendships in new situations and maintain old ones during times of change.</li> <li>-Consider social and moral dilemmas that they come across in life.</li> <li>-Identify how to find information and advice through help lines.</li> <li>-Develop skills to make a contribution to their future.</li> </ul>	<p><b>Design and Technology</b> <b><u>Costume design</u></b></p> <ul style="list-style-type: none"> <li>-Use research and develop to inform the design of innovative, appealing products that are fit for purpose.</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of tools and equipment to perform practical tasks accurately.</li> <li>- Select from and use a wider range of materials and components according to their functional properties and aesthetic qualities.</li> </ul> <p>Prepare and cook a variety of predominately savoury dishes</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- Evaluate ideas and products against their own design criteria and consider the views of others to improve their work.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>-Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> <li>-Apply understanding of computing to program electrical/mechanical systems.</li> </ul>
<p><b>Art</b> <b><u>Set/poster/program design</u></b></p> <ul style="list-style-type: none"> <li>-Create sketch books to record their observations and to review and revisit ideas.</li> <li>-Improve mastery of art and design techniques, including drawing and painting with pencil, charcoal and paint.</li> </ul>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>-Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.</li> <li>-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>-Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p><b>MFL</b> <b><u>All In A Day – Time</u></b></p> <ul style="list-style-type: none"> <li>-Develop conversations and write sentences to tell the time- (o'clock, half-past and 24hr).</li> <li>-Understand and use terms for a.m. and p.m. (midi, minuit, de l'apres-midi, du soir).</li> <li>-Read and interpret timetables in analogue and 24hr times.</li> <li>-Read and write numbers to 1200 (revision).</li> </ul> <p><b><u>En Vacances – This Is France</u></b></p> <ul style="list-style-type: none"> <li>-Learn key vocabulary related to France and, in particular Paris.</li> <li>-Learn specific vocabulary to identify and describe France's European neighbours; identify distances between a variety of cities.</li> <li>-Research famous French landmarks.</li> </ul>